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ABSTRACT

This guide for language teachers offers a developmental approach to curriculum design for second language learning. The approach suggests a progression of tasks at various difficulty levels, geared to the gradual development of language knowledge, concepts, skills, and attitudes. Ten levels of attainment, or stages of learner development, are defined and grouped into five categories (teacher-dependent learner, learner able to get by, functioning linguist, independent and competent linguist, and linguistic intellectual). For each level, behavioral objectives in four language skill areas (listening, speaking, reading, writing) are specified. Within each category of learner stage, common learner characteristics, progression between stages, suggested exercises and class activities, and classroom teaching and lesson planning techniques are outlined. Examples are offered in French. All behavioral and curriculum recommendations are based on specifications of the United Kingdom's National Curriculum for modern foreign languages. (MSE)

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Pathfinder

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Progressing through the Attainment Targets

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Progressing through the Attainment Targets

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Acknowledgements

Buckby, M, *Action 4,* Nelson (1983).

The curriculum from 5 to 16: the responses, HMI Report (1985).

Modern foreign languages for ages 11 to 16, DES (October 1990).

Modern foreign languages in the National Curriculum, DES (November 1991).

The national project for flexible learning in modern languages (North-East) (1990-1991). Project Co-ordinator Bill Lacey and Assistant Co-ordinator David Wilson produced three documents on behalf of the project:

1. *Flexible learning in modern languages with new technology.*

2. *Developing flexible learning in modern languages.*

3. *The final report of the national project.*

Two case studies were also produced by Heads of Modern Languages: Ian Lane at George Stephenson Community High School, North Tyneside and John Grego working at Brackenhoe School, Cleveland.

The above should be available through the Training, Enterprise and Education Directorate (TEED), Moorfoot, Sheffield, S1 4PD.

1 Defining progression

It must be daunting for any teacher to aim to maintain the motivation of the learner. All good teachers, whether intuitively or consciously, begin the planning of lessons and programmes of work by asking themselves questions related to the learners' own experience and interests and by ensuring that materials used and demands made are appropriate for the learners' stage of maturity as well as their linguistic competence.

In the HMI report *The curriculum from 5 to 16* (1985, para 37), reference is made to the systematic building process that needs to take place to ensure appropriate development in the learner. The document refers to four elements of learning which need to be developed and assessed through each subject: knowledge, concepts, skills and attitudes. If teachers are to concur with this, progression needs to encapsulate more than the linguistic. Indeed, in the final report of the National Curriculum Working Group (*Modern foreign languages for ages 11 to 16,* October 1990) the point is made that tasks and projects should be '*matched to the age and maturity of the learners, as well as their linguistic competence*'. In defining progression, therefore, one might include all the following:

The need to:

- increase the learners' range of vocabulary and complexity of structures;
- increase the learners' use of the skills of listening, speaking, reading and writing;
- increase the degree of accuracy demanded of the learner;
- develop in the learner the enjoyment to be derived from language learning;
- develop in the learner co-operative and interactive skills;
- develop organisational skills to ensure that the learner becomes more effective;
- develop in the learner appropriate technological and research skills and the ability to find out for oneself;
- develop in the learner the confidence to use the language;
- develop in the learner the ability to self-appraise;

- provide for the learner an appropriate context in respect of social maturity;
- provide progressively a wider range of working contexts for the learner, including vocational;
- provide the opportunity for youngsters to become more responsible as learners and young adults;
- enable the learner to develop from dependence to independence.

Progression within the context of the National Curriculum would therefore seem to seek to foster social maturity and responsibility, stimulate intellectual growth and aim to produce competent linguists willing and able to meet the challenging demands of a developing international society.

2 Progression through the Attainment Targets - Building on established practice

Progression from familiar territory and relatively simple tasks to the less familiar and the more complex helps teachers maintain the interest and motivation of their pupils. The Attainment Targets (ATs) and Programmes of Study (PoS) provide a framework for teaching and learning in which the progression is explicit, reflecting the growing maturity of young people as **thinkers, social beings** and **linguists**. A structure that *'describes **growing** competence and that is as much concerned with the **process** of learning as with assessing the result' (Modern foreign languages for ages 11 to 16*, October 1990) is to be welcomed. Moreover, although the National Curriculum is new, its birthplace is not - it has grown out of what has become recognised as good practice. *'In formulating our attainment targets, we have built on the achievements of GCSE and of the Graded Objectives movement' (Modern foreign languages for ages 11 to 16*, October 1990). Unlike 'O' level or GCSE, though, the Levels of Attainment (LoA) identify stages of development that the learner needs to grow through in order to become linguistically competent. The National Curriculum helps to 'fine-tune' the stages at which appropriate development and often well-established activities might be undertaken.

In order to simplify the task of finding a way through the attainment targets, subsequent chapters group levels together in the following way:

Levels 1-3	The point at which the learner is largely dependent upon the teacher.
Levels 4 and 5	The point at which the learner is able to get by.
Level 6	The point at which the learner becomes a functioning linguist.
Levels 7 and 8	The point at which the learner becomes independent and competent.
Levels 9 and 10	The point at which the learner becomes a linguistic intellectual.

At the start of each chapter a summary of what is required at each level in each of the four attainment targets is provided, some common characteristics within that group of levels are identified and differences between the levels are clarified. Some illustrations are then offered of 'established' tasks used at an appropriate level, followed by thematic 'model' lessons focusing on 'Food and drink' which will allow progression to be identified within a topic. On pages 40-42 of the

National Curriculum document *Modern foreign languages for ages 11 to 16*, October 1990, some useful examples of possible progressions are offered from lower to higher levels within particular topic areas. These serve as a useful point of departure for lesson preparation at the different levels. Although this set of examples is not retained in the final statutory orders, I consider it still represents a good basis for illustration of the levels. The guidelines for progression offered for 'Food and drink' are as follows:

i. '(I should like) a (quantity of) ... please'

ii. 'I like... it is ...'

iii. making a list of food and drink needed for a meal/outing

iv. 'which do you prefer, ... or ...? Why?'

v. describing a recent meal

vi. preparing food from a recipe (with home economics)

vii. a healthy diet (with home economics)

viii. food in both cultures: stereotypes and reality

ix. pros and cons of certain foods and drinks

These are used as a point of departure for preparation of the thematic element within each chapter of this *Pathfinder*.

3 Levels 1 to 3 - The teacher-dependent learner

A summary of what is required by the Levels of Attainment

Level 1

- L Identification of words/items.
- S Responding very briefly/imitating.
- R Responding to individual words in context.
- W Copying familiar words correctly.

Level 2

- L Responding to the gist of simple sentences and identifying and understanding specific details in familiar utterances.
- S In addition to the above, giving and finding out simple information/asking for help with comprehension.
- R Responding to familiar short phrases in context/using textbooks, exercise books and glossaries.
- W Copying familiar short phrases correctly/writing individual words from memory.

Level 3

- L Responding to short instructions, messages and dialogues/identifying and noting main points of familiar language.
- S Initiating and responding with memorised language/adapting memorised words or phrases/expressing feelings in simple terms.
- R Responding to texts of short, simple sentences in familiar contexts/recognising words and phrases from knowledge of script/selecting and beginning to read independently.
- W Writing short sentences to convey simple information/writing short phrases from memory.

Common characteristics

- In the early stages much support is required. With spoken and written language there is initially the need to imitate or copy the word/phrase. The learner is progressing from identifying specific words to understanding the greater detail of short messages but with **familiar** language. There is a need to build confidence in the learner by **providing** the language that is needed.
- Even though the learner is operating at a low level here, the 'respond to' implies 'doing' whilst listening and reading. Exercises and tasks advocated are therefore of a communicative and active nature.
- From level 2 onwards, the learner is expected to ask for help in the FL - some of the first stages of independence which need to be exploited and built upon.
- There is a great emphasis on the familiar. Yet, at the same time there is an insistence on being able to **use** the known. This has obvious implications for the types of activity chosen but at the heart of the learning process, from the outset, the learner is an active participant.

Progression between Levels 1 and 3

The learner should have progressed:

- from being able to identify a single word or item to being able to respond to short instructions;
- from being able to **imitate and respond** briefly to being able to initiate to a limited degree in the spoken language;
- from being able to respond to individual words in context to begin to read independently;
- from being able to copy a single written word to being able to produce short, memorised sentences;
- from total linguistic dependence to the first stage of becoming an initiator.

Making the most of established practice

A whole range of previously established language activities might be used at this level to help make the language learning experience both active and enjoyable. Each of the following tasks/exercises/games offers the necessary support required at this level as well as the opportunity to be an active participant, even when a receptive skill is being developed. When appropriate, youngsters are encouraged to use their books and notes as reference materials, building on the principle that from the earliest stages of development learners can look up and find out things for themselves. Some of the tasks also demand working with others, albeit in an elementary way, and laying foundations for future teamwork, co-operation, negotiation and greater autonomy.

Fig 1 Sondage about animals

Prénom	*un chien*	*un chat*	*une perruche*	*un hamster*	*un cobaye*	*une souris*	*un serpent*	*un papillon*	*un lapin*
Katherine	✓	✗	×	✓	×	×	×	×	×

Fig 2 Pie chart and bar chart

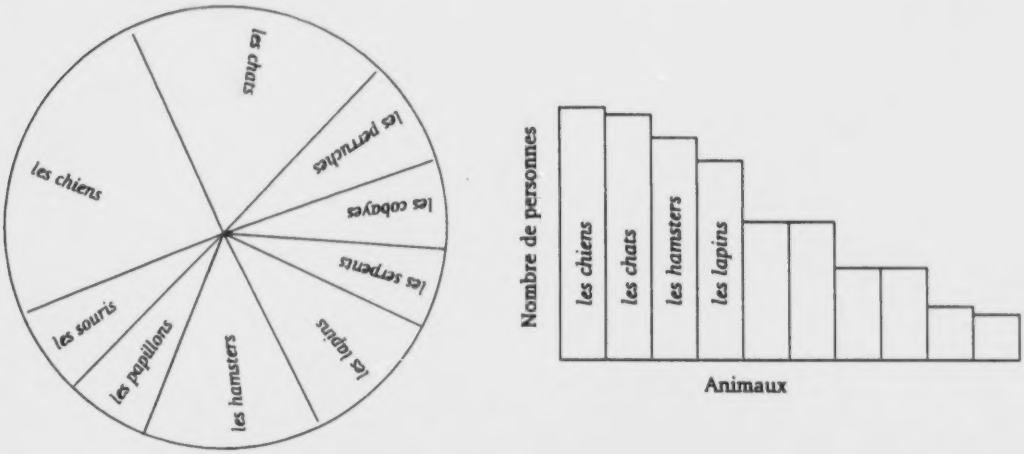

Fig 3 Sondage about animal preferences

Animal	*adore*	*aime*	*n'aime pas*	*déteste*
les chiens	✓✓			
les chats		✓	✓	
les hamsters	✓			✓
les perruches		✓	✓	
les lapins	✓✓			

★ *SONDAGE*

On a grid (see fig 1) within columns listed, pupils ask each other simple questions and give simple answers. This might involve finding out what pets people have. They would tick the appropriate column as they go:

Tu as un chien?
Oui (j'ai un chien)/Non (je n'ai pas de chien).

Similarly with other animals. This exercise might well be followed up with pupils producing a bar/pie chart (see fig 2) indicating how many people in the class have dogs, cats, etc.

Additionally, at this level, *sondage* might well be used to gauge simple opinion and expression of feelings about something (see fig 3):

Tu aimes les chats?
Non, je déteste les chats/Oui, j'adore les chats etc.

A numerical value might be given to the opinions - 4 to *j'adore*, 3 to *j'aime*, 2 to *je n'aime pas* and 1 to *je déteste* and graphs drawn up to represent class or even year-group opinion.

★ SONG

Song can be used at various levels to help to bring fun to learning. Pupils might sing with actions to songs. A French version of *Head and shoulders, knees and toes* followed by a game of *Jacques dit,* is a superb way of introducing the parts of the body.

A French version of *The twelve days of Christmas* can be an excellent way of learning vocabulary, ordinal numbers and that awkward phrase 'somebody gave me'. Youngsters love to sing this with flashcards, each pupil revealing the card as their line is sung:

Le premier jour de Noël mon ami m'a offert

un demi-kilo de poires
deux petits pois
trois croissants
quatre haricots
cinq pommes de terre
- SPUDS! (everybody shouts this out)
six oignons
sept oranges
huit saucisses
neuf carottes
dix bananes
onze petites pêches
douze bouteilles de vin

Learning basic directions and shopping phrases can be made easier by doing them to song. This song is to be sung to the tune of *Jolie bouteille.*

Tournez à droite

Tournez à droite
Tournez à gauche
Allez tout droit pour le marché
Tournez à droite
Tournez à gauche
Allez tout droit pour le marché

Je voudrais un kilo de pommes
Un kilo de poires et deux citrons
Donnez-moi un gros melon jaune
Merci Monsieur et au revoir

Tournez à droite
Tournez à gauche
Allez tout droit pour le café
Tournez à droite
Tournez à gauche
Allez tout droit pour le café

Je voudrais un grand chocolat
Un double whisky et deux pernods
Donnez-moi un grand café-crème
Merci Madame et au revoir

Tournez à droite
Tournez à gauche
Allez tout droit pour le marché
Tournez à droite
Tournez à gauche
Allez tout droit pour le café

★ *VRAI OU FAUX*
May be used to identify whether or not an individual refers to a pre-learned item of vocabulary/phrase accurately. The item of vocabulary/phrase could be in the form of a picture, an object or a word. It might also be used to help to develop accurate gist understanding.

★ TOUCH THE PICTURE/WORD
Youngsters are in teams and are numbered as individual team members. The object of the game is to score as many points as possible for one's team. The teacher or another pupil calls a number and a second item illustrated on the board (by picture, symbol or word). The first person to touch the item wins a point for his/her team.

★ FIND THE FRENCH FOR...
The teacher calls out a series of memorised French words, one by one. The first person to call out the word in English may sit down. Anybody sitting who calls out a word must stand again.

★ TICK IT OFF
Tick from a list of words/pictures/symbols the one referred to. This might involve the calling out of individual words/phrases or gist recognition from a phrase/group of phrases.

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★ CLOZE EXERCISE
Complete the sentence with the French word referred to within the sentence which is read aloud. Appropriate vocabulary might be provided at this level or youngsters might be encouraged to use their books as a reference.

★ SEQUENCING
Number the words/symbols/pictures in the order in which they are said/read. Again, this might operate at the level of identifying individual words or phrases.

★ WHO SAID THAT?
Identify who said the particular key phrase/word.

★ FILLING IN FORMS
Given the following pre-learned words/phrases, where would you put them on this form?

★ MULTIPLE CHOICE
Which one of the following words means...? Which one of the following phrases means...?

★ BLOCKBUSTERS
Un 'B' qui veut dire... or to positively encourage them to ask for information: *Comment dit-on...?*

★ MIX AND MATCH
With cards, match English and French vocabulary/phrases. Make a game of it and award points to teams who can do it the fastest, or simply draw lines to link the English words/symbols/pictures to the French on a piece of paper. Use books as a reference if needed.

★ BEAT THE PROF
The teacher has, for argument's sake, six cards. The pupils have three guesses to see if they can find out which one s/he is hiding. If they guess in three *la classe* get *un point*. If not, *le prof* gets *un point*. The first to five wins. Individuals might also compete against one another.

★ ROLE PLAY
At this stage pupils can exchange pre-learned phrases in an order which is given to them or, at a more advanced stage, in an order that they decide. At a further stage they might also be given some choice over the language they use. Although this might not be more linguistically advanced, it is developing other skills such as co-operation and independence. They might also be encouraged to use elementary research skills in using their books to look up words/phrases they employ and decide on a context in which the role play should take place.

★ INFORMATION GAP

At this level, it might be along the lines of *Battleships and cruisers*. One partner calls out the reference to the grid, the other reveals *C'est un/e...* or *ce n'est rien* and vice versa. Similarly, this could be done with phrases.

★ *JE PENSE A QUELQUE CHOSE*

One person in the class says the above with reference to an item of vocabulary within a given topic that has been covered. The others have to guess what it is. The first person to guess correctly has a go.

★ REACT TO VISUAL STIMULI AGAINST THE CLOCK

All pupils stand. The teacher flashes a card at an individual. When the individual says the word/phrase correctly s/he may sit down. The class is timed to see how long it takes.

★ THE USE OF MIME

Mime might be used as a prompt for others to say something. At this level, this could be in the form of a word or a simple phrase or even as a prompt for building a dialogue with given phrases.

★ *TROUVEZ LA CARTE!*

Flashcards are placed upside down and pupils either individually or in teams have to remember where they are. The cards might be laid down in sequence to begin with and then mixed up. Later, pupils could be asked to use a phrase containing the word.

★ PROBLEM SOLVING

At this level this might involve the following:

- The shop is about to close; you have so long to find out how much pork costs.
- The train is going to leave in three minutes, you must find out where the station is.
- The manager is about to close the café, you must order your drink quickly.
- Your friend has offered to buy you a drink if you can order one for him/her as well.
- You've just been burgled in France and you're asked by the manager of the *hôtel* to give your name and spell it in full to the police over the phone.

★ INTERPRETING ON BEHALF OF A FRIEND/PARENT

At this level, this might mean undertaking simple shopping tasks on behalf of somebody, giving personal details, saying what s/he likes - a convenient way of building on the use of the third person. This might involve preparation with others and the use of books and notes for reference.

★ CATEGORISING
This could be done by putting all the fruit and all the vegetables together, identifying *le* or *la* words, questions and statements and so on. Books and notes may be used as a reference. It could also be a pair or small group activity.

★ *LOTO*
Does the word/phrase called out correspond to any of the words/phrases/symbols on individuals' *loto* cards? The first person to have all of his/hers referred to wins. Books and notes may be used as a reference.

★ FLASH THE CARD AT SPEED
Can pupils identify the word/phrase denoted by a picture card when it is flashed at speed?

★ RE-DESIGNING A POSTER
This poster was put together by a person lacking in imagination. Redesign the poster so that it is attractive but make sure you don't change any of the details. This could be a collective activity. Pupils might judge the result.

★ A GRAFFITI WALL
Pupils might collectively or individually design a graffiti wall and use it for expressing simple opinions.

★ *LES MOTS CROISES*
A picture/symbol/an English word might form clues for a crossword which could be an individual or collective activity.

★ ANAGRAMS/WORD PUZZLES/RE-ARRANGED PHRASES might all be used for increasing vocabulary and improving spelling and syntax.

Encouraging independent reading and learning

By the end of this series of levels pupils are expected to have begun to read independently. This process could be encouraged to become continuous by building in independent study time which consolidates what learners have been taught at that level. Such a scheme might involve independent listening, reading and writing exercises (taken from the course the youngsters are using), as well as the opportunity to work on the computer and even video. As part of their course of study pupils would keep a record of what they had done and mark much of what they had completed. In monitoring the process, the teacher might transfer these details to a matrix which would provide an overview of the work that had been covered. Such work has been undertaken in a number of languages departments. The 'National Project for Flexible Learning in Modern Languages (North-East)' produced a number of documents which are now available through

TEED, Sheffield. An analysis of these would offer departments a more detailed account of how such a flexible approach to study has worked in practice.

In the early stages the skills of working in the more 'flexible' way need to be managed carefully. Monitors might be used on a rotating basis to set up and put equipment away. A regular check to ensure that individuals are marking their work properly, keeping accurate records and putting away tapes, disks, books and worksheets properly will need to be undertaken, but such a process should help to ensure that the individual is able to grow as a responsible, organised and effective learner. For part of their learning process they are, at least, becoming more dependent upon themselves.

A thematic view of progression

This particular section of this and subsequent chapters gives an illustration of what a lesson might be like within a given topic area at each of the levels. Each lesson incorporates the four attainment targets and many of the activities mentioned above are included within the lesson preparation. It must be stressed that examples are only offered as working 'models'. They have worked for me but feel free to accept them, reject them or modify them in the light of your own experience.

From ordering a drink to planning for a meal or an outing

Level 1 - '(I should like) a (quantity of) ... please'

1. Flashcards/props of food introduced by the teacher in the FL. *C'est un/e* ... etc.
2. Class repeat after the teacher (AT 2).
3. Hand out flashcards. Beckon and ask from pupils: *Je voudrais un/e* ... Pupils to offer appropriate card (AT 1).
4. Teacher offers - *Vous désirez?* and when pupil says *Un/e ... svp* or *Je voudrais un/e ... svp*, s/he is given the appropriate card (AT 1 and 2).
5. Replace symbols within short sentences in speech bubbles with the names of the items of food provided elsewhere on the handout (AT 3 and AT 4).

The initial lesson follows a widely accepted way of introducing each of the language skills - listening followed by speaking, reading and then writing. Before

the learners are expected to speak, they have heard, and before they are expected to write, they have seen the written word. Progression at the simplest level is built into the lesson and considerable teacher support and direction is provided.

Level 2 - 'I like... it is...'

1. Revise vocabulary on flashcards: *qu'est-ce que c'est?*
2. With mime, teacher indicates *j'aime...* or *je n'aime pas...*
3. With grid, pupils indicate whether teacher likes or dislikes by ticking the appropriate box (AT 1).
4. *Que penses-tu de...?* (with reinforcement if necessary - AT 1 and 2). Information gap exercise based on youngsters asking each other about what they think of certain food/drink within a group. Youngsters to complete a grid as they ask.
5. As above (activity 3) but with choice of four this time - *j'adore..., j'aime..., je n'aime pas..., je déteste ...* (AT 1).
6. Repeat activity 4 with the four opinions (AT 1 and 2).
7. Conduct a *sondage* of pupil opinion to find out which food is preferred. They also have to qualify what it is like by saying: *c'est délicieux, c'est affreux, c'est pas mal* etc (AT 1 and 2).
8. You're exchanging information with your penfriend on what you like to eat and drink. Look up the words you need in notes/glossary and under the headings *aime, n'aime pas, adore and déteste* list his/her preferences (AT 3).
9. After this, put together a list of your own in writing, or if there is one, on the word-processor (AT 4).

Already at this stage more is being expected of the learner, both in terms of linguistic demands and the nature of the tasks to be undertaken. In order to ensure the right kind of continuity there is revision of old ground. Youngsters again hear new phrases before they are expected to use them, though they are engaged in active listening and are expected to do something as they listen. Activities 4, 5, 6 and 7 will need to be tightly controlled initially. A move away from the didactic to pair/group activity may be relatively new to pupils and the

responsibility required will need to be acquired if work is to be as effective as it should be. Co-operative as well as linguistic skills are being developed. There might well be implications for some social engineering to ensure that boys work with girls, more able work with less able and that the most enthusiastic bring on the less keen. Teachers might also choose to organise movement initially until youngsters understand and aspire to what is expected of them. The reading, whilst reinforcing those structures that have been acquired, begins to introduce elementary research skills and the written work helps to reinforce the learning of the new language.

Level 3 - Making a list of food and drink needed for a meal/outing

1. Revise key vocabulary, using flashcards and *Beat the teacher.*

2. You are working to a limited budget and have to purchase items at reasonable prices for a self-catering school excursion whilst staying in France. You are therefore particularly interested in a promotion on food that you hear in a supermarket. From a master list, you tick off items or symbols of items mentioned and note their prices (AT 1).

3. Put together a list of food and drink - quantity and price (the facts) - that your small group proposes purchasing (AT 4).

4. From a series of headings/prompts, each group presents to the class in spoken French what they would like to buy (AT 2). Class vote for the option they prefer.

5. You are then given a food and drink handout with prices on it and a budget for each day. On an 'outline' menu for the week (i.e. empty grid) you are asked to make your suggestions (AT 3).

6. You ask your friend what s/he has chosen and make a note of his/her menu for one/two days without reference to the written word (AT4).

The lesson again begins by building on the familiar and activities are organised so that language skills are logically acquired. There is progression from the previous level in a number of ways:

- authenticity of listening material;
- a broadening of the contexts in which listening might take place - the offering of a more 'valid' activity;
- a problem-solving task for the group, requiring greater co-operative skills and negotiation with one another;
- a less rigid framework than was being used in group activity before;
- confidence and ability to perform in front of others;
- maturity to stand back and objectively assess the performance of others;
- wider and more authentic reading which will require the ability to select from less familiar material;
- written work requiring accuracy from memory.

4 Levels 4 and 5 - The learner able to get by

A summary of what is required by the Levels of Attainment

Level 4

L Responding to longer passages of familiar spoken language in simple sentences and being able to extract detail.

S Using appropriate forms of personal address in role play/giving short presentations/offering simple explanations to question 'why'.

R Responding to short, factual and non-factual texts with some unfamiliar language/deducing meaning of unfamiliar words.

W Writing a small number of related sentences from memory/adapting a simple text by substituting individual words and set phrases.

Level 5

L Responding to sequences of familiar spoken language in different contexts/extracting specific details from longer sequences of spoken language.

S Maintaining a short conversation about different topics and expressing feelings/using simple descriptive language/talking about their own recent experience and future events.

R Responding to more complex texts involving unfamiliar language, using appropriate reference materials/deducing meaning of unfamiliar words and phrases.

W Producing a short piece of continuous writing/adapting a simple text by substituting phrases and sentences/applying basic elements of grammar to new contexts.

Common characteristics

- With the spoken and the written word there is still an emphasis on familiar language, although passages are longer and contexts are becoming varied.

- More independence is required in conversation. There is an expectation on pupils to begin to **perform** and take greater control of their own language.

- Pupils are now expected to deduce meaning from the passages they read and use elementary support skills to look up words in bilingual dictionaries, as well as glossaries, and methodology needs to facilitate this.

Progression between the levels

The learner should have progressed:

- from being able to respond to a greater quantity of language in a familiar setting to understanding known language in an unfamiliar context;

- from being able to produce spoken language in a tightly structured situation to being able to take part in a more open-ended conversation;

- from being able to respond to short texts of some unfamiliar language to being able to read longer, more complex passages, including unfamiliar words and phrases;

- from being able to put a few simple sentences together to being able to produce a small piece of continuous writing conveying feelings and expressing opinions.

At the end of the previous sequence of levels there were signs of the learner beginning to initiate. At the end of this sequence learners are beginning to operate more independently. They are making sense of longer passages and applying pre-learned words and phrases but they have not really begun to **manipulate** the language with any real grammatical understanding.

Continuing to build on established practice

As with the previous sequence of levels many activities that teachers have traditionally used may be appropriately applied at this stage of development. Some of those tasks/exercises/games might well be a modified version of those mentioned in the previous chapter, but with each activity, linguistic progression should be in evidence, greater intellectual demands should be made and more should be expected in terms of pupils' maturity as students.

A few examples are offered here:

★ *SONDAGE*
Sondage might well be used to gauge opinion and reasons why people do not like a particular thing/person, e.g.

Que penses-tu des maths?
Je n'aime pas ça, c'est ennuyeux.

Qu'est-ce que tu préfères comme musique?
J'aime beaucoup la musique pop, on peut danser avec ça.

Comment s'appelle ton meilleur ami?
Il s'appelle..., il aime le foot et il est gentil aussi.

As well as being more linguistically demanding, *sondage* can be used to make youngsters think a little bit more about what makes them 'tick' and offer a greater quantity of language. A graph might still be produced but statistics could be reported in a more sophisticated way:

Des 26 personnes qui n'aiment pas les maths:

il y en a 10 qui disent que c'est ennuyeux.
il y en a 8 qui disent qu'ils n'aiment pas le prof.
il y en a 6 qui disent que c'est difficile.
il y en a 2 qui disent qu'il n'y a pas de raison.

★ SONG

Staying with the theme of the parts of the body, from the last sequence of levels, one could encourage a little more creativity at this level. Taking the song of *Alouette*, give the *alouette* a chance of getting its own back on the human race. Let's get a human being ready for the pot and call the song *Gentille personne*. The song could be written as a small group activity. The key lines could be provided:

Gentille personne, gentille gentille personne
Gentille personne, je te couperai.

Je te couperai ...

And the youngsters could do the rest. This might then be recorded and judged. One might even use criteria to judge the song:

Présentation
Qualité des voix
Qualité du français
Rythme

Although fun, the activity could also be used to begin to develop their ability to critically appraise others' work and, consequently, their own.

Along similar lines, two of the songs used in the last chapter, *Les douze jours de Noël* and *Tournez à droite* might be used as a basis for pupils to write their own songs.

★ *VRAI OU FAUX*

At this level the *vrai ou faux* might be used to refer to whether or not a particular event happened in a spoken/written text. It might also be used to ascertain whether or not a person uses an appropriate form of address.

★ TOUCH THE PICTURE/WORD

The same game could be used at this level with appropriate modification. Something more substantial could be said and then the team member's number called. Again, the task might simply be to recognise whether a formal or informal mode of address was used.

Youngsters might need to draw conclusions based on what is said. Pictures denoting various (familiar) places might be provided and the teacher or another pupil says:

> *Je vais nager*. The first to touch the swimming baths wins the point. The phrase might be *J'ai nagé* instead, or *J'ai chaud*.

Continuing to encourage independent reading and learning

Youngsters at this level should continue to have the opportunity to develop their individual listening, reading and writing skills with appropriate exercises taken from the course they are using. They might also have the opportunity to word-process simple written work and modify and adapt printed text. At this level, pupils are expected to be able to maintain a short conversation and, at the same time, to move between topics. This type of work, if it is to be most effective, will demand some one-to-one and one-to-small-group tuition. The flexible set-up of pupils working on their own programme and at their own pace to consolidate and polish up what they have been learning should release the teacher as a resource to work with smaller numbers. It should also give the teacher the opportunity to encourage youngsters to begin to critically appraise their progress (profile).

Building on the early stages of this way of working, pupils should begin to identify with the teacher, and with reference to their marks that they have noted themselves, what they most need to work on. Monitors should need to be used less and less to set up equipment. They might just be used to check that it has been done responsibly. The emphasis will begin to be on the individual setting up and using the equipment that s/he needs in order to complete a specific task.

The thematic view of progression at Levels 4 and 5

From indicating and giving reasons for preference to describing a recent meal

Level 4 - 'Which do you prefer, ... or ...? Why?'

1. Listen to a dialogue between two people talking about their likes and dislikes of food and drink at various mealtimes. Pupils tick on a grid what is preferred and at which mealtime by person one and then person two. They then listen again to identify the reasons with the necessary back-up prompts (AT 1).

2. *Sondage* to find out what individuals in the class prefer to have at various mealtimes and why (AT 2).

3. From a menu offering a range of French dishes with explanations of what is in them, write a menu that you prefer for yourself for a weekend that you are to spend with a French friend in France. State your preferences and why you have chosen those particular things (AT 3 and 4).

Although there is familiarity with the type of task that pupils are being asked to undertake, they are being required to work at a more demanding level. For the *sondage* the teacher might also allow more scope for movement this time, demanding a little more responsibility. Reading is much more demanding at this stage and written work begins to become more open-ended, although there is still ample support.

Level 5 - Describing a recent meal

1. Youngsters to brainstorm and think of as many items of their favourite food as they can under the following headings and with the use of a dictionary (AT 4):

   Hors d'oeuvre
   Plat principal - viandes et légumes
   Dessert
   Boisson

2. Pupils have a grid giving the four categories above across the top. With any 'support' (new) vocabulary needed, pupils listen to the teacher talking about a recent meal that s/he had and complete the grid accordingly (AT 1 and 4).

3. Completing the same grid, pupils ask one another in the group what they had at a recent 'lavish' meal. Employ the following structure:

   Qu'est-ce que tu as pris comme repas?
   Comme hors d'oeuvre (etc) j'ai pris... (AT 2).

4. As with activity 3 but this time they have to say what they thought of it as well - i.e. *c'était bien, délicieux, pas mal*, etc (AT 2).

5. Explain and refer to the structure of ***avoir + pris.*** Refer to those persons already employed and make the connection with the others.

6. With reference to a recipe book, write an account of what you and/or your friends had to eat and drink at a 'lavish' feast and what you thought of it. Youngsters themselves decide the occasion (AT 3 and 4).

Recall helps to refamiliarise pupils with the subject matter, as a useful *point de repère*. Conceptual analysis takes a leap into the perfect tense but, initially, with a single, well-rehearsed structure, thus providing the coat hanger on which to hang the other persons of the verb. To ease the complexity of the task, only the one past participle is used. Pupils are required to respond to a quite complex reading stimulus and creatively apply newly acquired structures to consolidate their learning in preparation for the next stage of development.

5 Level 6 - The functioning linguist

A summary of what is required by this Level of Attainment

Level 6

L Responding to a range of speech including familiar language in unfamiliar contexts/gist understanding of a range of speech/specific information from a wide range of familiar material.

S Initiating and sustaining unprompted conversation with an unpredictable element/conversing in past, present and future tenses/asking for specific meanings of words/phrases.

R Responding to a range of texts containing views/ opinions/choosing and reading independently from a range of suggested texts.

W Writing about future and past events, on familiar topics and experiences/elementary structuring of ideas/using formal/ informal writing at a simple level.

Common characteristics

At this level the learner is beginning to become a functioning linguist.

- Not only is the learner expected to have the skill to understand the wide range of language that is now coming at him/her but s/he is also being expected to begin to master the ability to create language for his/her own purposes.
- Even greater independence is required with conversation and written language. Youngsters are expected to perform **and** structure their own ideas and to be able to do so without being prompted.
- Pupils are expected to be able to ask for a more specific meaning of a word or phrase.
- Youngsters are now expected to be able to read independently from a range of selected texts.

Progression from the previous level to this level

The learner should have progressed:

- from being able to respond to a language in an unfamiliar context to an even wider range of speech;
- from being able to produce spoken language in a more open-ended context to being able to talk about unexpected events and cope with the unpredictable;
- from being able to respond to longer, more complex passages including unfamiliar words and phrases to being able to read independently from a wide range of suggested material;
- from being able to produce a small piece of continuous writing conveying feelings and expressing opinions to beginning to structure ideas in an appropriate register for an appropriate audience.

Towards the end of the previous levels there were signs of the learner beginning to operate independently through applying pre-learned words and phrases. By the end of this level the learner should be able to apply his/her grammatical understanding of tenses and syntax to produce language according to his or her own need.

Continuing to build on established practice

The following activities should reveal not only a linguistic progression but an intellectual and behavioural one. Although the activities are familiar in name they are applied to meet the needs of learners at a more advanced stage of development.

★ *SONDAGE*
Sondage might well be used to ask, for example, where people have been for their holidays, what they normally do or where they are planning to go. A graphical representation of this might then identify trends.

★ SONG
This level of development would appear to take a leap into being able to apply pre-learned structures rather than just phrases. Song can be used to help to reinforce some of these. For example, the following can be sung to the tune of *All people that on earth do dwell* for helping youngsters to learn the thirteen verbs that take *être* in the past:

Quand je suis entré dans la classe
J'ai perdu ma mémoire , hélas
Ces verbes sont trop durs pour moi
Chantons c'est plus facile comme ça

Go tango

Descendre
Retourner
Aller
Partir
Entrer
Rester
Sortir
Venir
Arriver
Naître
Monter
Mourir
Tomber, j'ai appris tous mes verbes, c'est vrai!

Or, to be sung to the tune of *Ob-la-di, ob-la-da:*

'*Mon* means my and *ma* means my and so does *mes*
Ton means your and *ta* means your and *tes*
Son means her and *sa* means her and so does *ses*
And the last three all mean his as well as her

Mon ma mes
Ton tas tes
Son sa ses, whohhhh, my, your, his and her.'

★ *VRAI OU FAUX*
It could be used, as an introduction to a printed/aural text to decide whether or not s/he did, does or plans to do a particular thing.

★ TOUCH THE PICTURE/WORD
The symbol/word/phrase could be used to denote a series of things that were done or that are planned. Pictures of characters might represent something that was said. Pictures of places might represent activities that can be done.

★ CLOZE EXERCISE
Complete the sentence with a French word which makes sense. This might be grammatical in nature - completing a sentence with an appropriate past participle/future ending. It could involve including the word that most accurately denotes when the action took/takes/will take place. One might choose to encourage the use of appropriate reference materials such as grammatical glossaries at a certain stage, or work without them at another.

★ FILLING IN FORMS
The application form might again be used to prompt learners to talk about what they did at school and what they plan to do in future. Less support might be offered this time, perhaps by simply giving prompts which indicate the kind of things which might be included. Interviews could follow and be based on information that has been included.

★ MULTIPLE CHOICE
Might be used to help youngsters understand the views and opinions being put forward by someone:

Philippe est pour le tunnel parce que...

a. *c'est pratique*
b. *ce n'est pas cher*
c. *il n'aime pas voler*
d. *c'est rapide*

It could also form the basis for youngsters formulating their own views of the tunnel, at a limited level, at this stage.

★ BLOCKBUSTERS
Could be used to reinforce the use of *pour* + infinitive:

- *Un 'N' où on est allé pour danser*
- *Une 'P' où on est allé pour nager*
- *Un 'S' où on est allé pour regarder un match de foot*

★ MIX AND MATCH
Might involve matching passages with titles, TV programmes with their reviews, hotel accommodation to family and individual needs.

★ ROLE PLAY
Role play might become more complex and provide greater scope for youngsters to pool ideas and use their own imagination:

You're on holiday and you meet someone for the first time:

- explain to each other what you've done today
- explain to each other what you're going to do
- suggest doing something together

★ INFORMATION GAP
One partner has the report of a football match and the other has to find out:

les deux équipes qui ont joué
le nombre de spectateurs
qui a marqué
si c'était un bon match ou pas

One partner might have a weather report saying what the weather will be like and the other has to find out the relevant details.

★ THE USE OF MIME

Mime might be used as a stimulus for others to deduce what opinions are being expressed or what the topic of conversation might be. Sound on a TV programme might be turned down to fulfil a similar requirement.

★ MAKING A CONNECTION WITH PICTURE CARDS

Using two piles of appropriate flashcards youngsters might have to come up with a sentence in the past/future that connects the two to win a point for their team.

★ PROBLEM SOLVING

At this level, problems might involve more of a collective response to further develop skills previously discussed:

- You have a hotel to advertise. Here are the details. Come up with an advert for a holiday brochure (copies of brochures should be available for reference), design a poster promoting the facilities and produce a 'punchy' commercial for local radio. Divide up the tasks - you have this lesson and homework to complete the project. A presentation of the three parts must be made to the class at the beginning of the next lesson.

- You have been asked to fax information back to your partner school about what will be on TV and worth videoing via their satellite next week. Produce a simple preview giving details for each channel of:

  Horaire des émissions ci-dessous

  Films - one line description

  Documentaires - one line description

  Actualités

  La météo

  Dessins animés - one line description

  Copies of French and English TV guides can be made available for support, as well as the usual reference materials.

★ INTERPRETING ON BEHALF OF A FRIEND/PARENT

A friend of yours is accused of having committed a crime yesterday. You have to translate for him/her what s/he did. In pairs, youngsters might have time to prepare this, and for an element of unpredictability, interpret what somebody else did without having previously seen the details.

★ A GRAFFITI WALL

Might be used as a stimulus to formulate an opinion on what the person who wrote a particular thing thinks of school, what s/he likes/dislikes, what s/he does to relax, how s/he dresses and so on.

Continuing to build independence with individualised study

Pupils should be given the scope of continuing to work on an individualised language learning programme to further develop their language and study skills. To do so, they would need access to a wider range of materials. Use of the library as a resource centre might assist in fulfilling that need and enable them to spend time out of 'normal lessons' on multi-media language activity. Greater access to the library might also encourage them to embark on wider reading from a range of selected texts. Departments will need to consider the centralising of these kinds of resources in order to make available such a variety of learning activity for all.

More too is demanded at this level in terms of what youngsters are able to say and one-to-one and one-to-small-group tuition can most effectively be employed whilst other individuals in the group are meaningfully engaged with their own programme of work, undertaking listening, reading and IT activities which they might have chosen. The video camera might also be usefully employed to jointly analyse progress pupils are making with spoken language. Some joint assessment of written tasks might also take place so that youngsters continue to develop a critical eye for the work they are producing.

The thematic view of progression at Level 6

Level 6 - Preparing food from a recipe (with home economics)

1. With the necessary ingredients, the teacher makes the following cookery presentation, miming the act of making the sandwich (AT 1):

   Pour faire un sandwich extraordinaire il faut certains ingrédients:

   du pain
   du beurre
   une tomate
   de la salade
   du fromage
   de la mayonnaise
   des olives noires
   un oignon... et certains outils...
   une planche
   un couteau

   (Revise these until proficient)

   Alors, pour faire ce sandwich extraordinare il faut:

   préparer les ingrédients...

   couper le pain
   couper la salade
   couper la tomate en tranches
   couper l'oignon en tranches
   enlever les noyaux des olives

   Après, il faut...

   tartiner le pain (avec du beurre)
   ajouter le fromage
   ajouter la salade
   ajouter les tranches de tomate
   ajouter l'oignon
   ajouter la mayonnaise
   terminer avec les olives noires
   goûter le sandwich extraordinaire

2. A volunteer makes the sandwich under instruction and at each stage the teacher asks the class what s/he is doing in the target language (AT 1 and 2):

   e.g.
   - *Coupe l'oignon*
   - *Qu'est-ce qu'il/elle coupe?*
   - *Il/elle coupe l'oignon*

3. Once the activity is over, use symbols of actions on the OHP or the blackboard to talk about what s/he did. Teacher presents, pupils repeat, respond to graded questions, answer open-ended questions with reference to appropriate symbols and, finally, talk through the entire activity of what s/he did with reference to all of the symbols (AT 1 and AT 2).

4. Put the parts of a recipe/account of the making of this sandwich together in the right order. As well as containing factual information about what was done and in what order, it should contain a range of views and opinions about the activity (AT 3). One might undertake this task on a word-processor.

5. Tease out the tense structure that was employed - ***avoir* + regular *-er* past participles** - and indicate that the same pattern can be employed with other regular *-er* verbs; provide a reference.

6. 'Last night you dreamt you were stranded on a desert island. All you had was a knife and a loaf of bread. You made do with what was on the island but you made the most incredible sandwich. Write an account of what you made using your notes to help' (AT 4).

Again there is a broadening of the contexts and experiences being opened up to youngsters and this time there is a definite link with another subject area. Progression within the lesson is achieved in the following way:

- familiarisation with vocabulary;
- familiarisation with actions containing the vocabulary;
- understanding when the action containing the vocabulary is taking place;
- conceptually understanding the connection in order to be able to create within the linguistic framework.

The progression is also made easier linguistically by the fact that only regular *er* verbs taking *avoir* as an auxiliary have been chosen.

6 Building on good practice at a higher level

Sufficient exemplification has been offered on the ways in which established language activities may be applied at varying levels. Throughout the stages 'lower' level tasks may also be useful to refamiliarise youngsters with areas previously covered or as a *point de repère* for a particular text. In addition, pupils might be stretched beyond the activities suggested by the level they are currently covering. What matters is that the learner is stimulated by and is benefiting from the task in hand.

As is evident from many of the exercises/tasks already referred to, there is scope for adapting most of the language activities beyond level 6 and up to and beyond level 10. 'A' level students, too, enjoy a crossword or an anagram. They, too, can enjoy singing or composing an appropriate song, and learn from structures and mood contained within it. *Sondage* can continue to provide stimulus for all kinds of interesting debate and useful language acquisition. At the level referred to in the final two chapters, the individual is recognised as being a more independent and mature learner. It might, therefore, be useful to identify tasks which incorporate some of the strategies for teaching already mentioned but which also provide an opportunity for youngsters to grow by applying their increased knowledge and independence to more complex situations.

7 Levels 7 and 8 - The independent and competent linguist

A summary of what is required by the Levels of Attainment

Level 7

L Responding to a wide range of speech containing simple and complex sentences and including some unfamiliar language/summarising gist and details from news items/ narratives.

S Adapting language to talk about recent events/seeking and responding to opinion in some detail/instructing or explaining how something is done/fluency and good intonation when talking about familiar topics.

R Responding to a wide range of texts on familiar topics containing complex sentences and unfamiliar language/identifying and extracting information for a specific purpose from a wide range of texts.

W Writing a set of instructions explaining how something is done/continuous writing on a real or an imaginary topic with little error, linking sentences, paragraphs and structuring ideas/re-drafting written tasks, giving greater accuracy, precision and variety of expression.

Level 8

L Responding to different types of speech in which points of view are argued/drawing inferences from what people might/might not say/recognising attitudes and emotions from verbal/cultural clues.

S Conversing with unfamiliar people or familiar people in unpredictable situations/discussing facts, ideas and experiences using a range of vocabulary, structure and time references.

R In addition to previous levels, reading for personal interest as well as information/understanding a range of structures and idiomatic expressions.

W Developing in written form something read, seen or heard/expressing ideas and points of view with reasons/ seeking information or views on matters of personal interest.

Common characteristics

At this level the learner is beginning to use the expertise of the functioning linguist to cope with the discursive.

- The learner is expected to be able to cope with understanding an increasing range of ideas as well as language, taken from authentic sources such as radio and television. S/he is now expected to infer meaning from the implicit.

- The learner is expected to begin to argue a rational case and therefore begin to express ideas logically. There is a move from the subjective towards the objective.

- The learner should be reading for interest and pleasure from a wealth of materials - magazines, newspapers and appropriate readers/books.

Differences between this level and the previous ones

The learner should have progressed:

- from being able to respond to a wide range of essentially familiar speech putting forward ideas explicitly, to being able to cope with authentic broadcasts expressing a range of ideas in a variety of ways including inference;

- from being able to talk about events that have occurred without being prompted and involving some unpredictable elements, to being able to discuss facts, ideas and experiences with a greater range of vocabulary and structure;

- from being able to read independently from a wide range of suggested material to exercising greater choice in identifying text appropriate to a particular task, or in reading for pure interest and pleasure;

- from being able to structure ideas simply in an appropriate register, for a specific audience, to being able to express ideas and opinions with reasons and a degree of coherent argument.

At the previous level there were signs of the learner being able to apply his/her grammatical understanding of tenses and syntax to produce language according to his or her own need. By the end of these levels s/he should be beginning to be able to discuss a point of view logically and justify argument with appropriate reasons.

Examples of tasks which might be undertaken at this level

★ Each group has a cassette with copies of the various documents to be used.

From a news bulletin on French radio indicate the order in which various topics are mentioned.

From a 'cloze' tapescript, fill in the gaps with the missing details.

Highlight on the tapescript the various ways in which topics were introduced and underline the main verb structures.

From an English newspaper reconstruct a news bulletin on events which have actually taken place, employing some of the structures you've identified.

Fax this report to your twin school in France where the items of news can be reported to the class or simulate making the report back to one another.

★ Again, each group has a copy of the cassette with the various documents to be used.

From a tape of two French people discussing two contrasting styles of music (pop and a slow, serious classic), youngsters note down who defends which style.

Note down the positive and negative points mentioned about each style.

From the tapescript, highlight the various ways in which points of view are expressed.

Reconstruct a dialogue about two different types of TV programme that are popular in England. Video it and send a copy of the discussion to your twin school. Also use it to discuss the quality of the debate - analyse the pronunciation, fluency, presentation and so on.

★ Again, each group has a copy of a cassette and documents to be used.

From a tape of two people discussing the pros and cons of school uniform, make a list of all of these arguments for and against.

Prioritise the arguments in the order of your own choice.

Use the tapescript to highlight the ways in which arguments were presented.

Write an article for your twin school magazine in which you discuss the pros and cons of wearing school uniform.

The thematic view of progression at Levels 7 and 8

From planning a healthy diet to being able to discuss the stereotypes and reality of food in both cultures

Level 7 - A healthy diet (with home economics)

Ask two home economists in the group to do some research and come up with a list of food items that should be part of a staple diet every week and give reasons why. In consultation with the teacher, youngsters make a short presentation in the target language about what one should eat and why, i.e. *Pour le... il faut prendre...*

1. Play a recording of a sportsperson talking about preparing for a particular event and the diet that s/he will follow during the final week of preparation. Youngsters make a note of the food and drink s/he is intending to eat and any associated reasons (AT 1).

2. Youngsters are to imagine that they are preparing for a big occasion and prepare a similar interview about what they eat during the final build-up with reference to the script of the text to which they have just listened. During the final interview, the interviewee is allowed no access to notes, but for preparation, notes may be available. The interviewer is free to change the order of some of the questions (AT 2, 3, 4).

3. The interview itself might then be videoed/recorded by youngsters and used as a teaching aid in itself.

Responsibility is increased here with an emphasis on independent learning and research. The initial task is a good *point de repère* for the activities that follow. Although listening material is at a higher level than that with which they have already had to cope, they have been given in the first exercise the key vocabulary and structures on which to build. A degree of fluency is expected at this stage, with little error, and preparation is quite thorough. Reading the tapescript will give youngsters a good 'model' to which to aspire and provide excellent language

for appropriate extraction. The written draft will help to ensure the confidence and support that they, as interviewees, will need for the task that follows.

Level 8 - Food in both cultures: stereotypes and reality

1. Play a recording of two French people talking about the meals of a typical day. Note down what they have to eat and drink in each case (AT 1).

2. Play another recording of French people talking about what they perceive an English family to eat and drink on a typical day and what they think of it. Youngsters note down what they might have and the expressions used relating to attitude and opinion (AT 2).

3. With reference to the two tapescripts, prepare two possible models for interviews with a partner about a typical English day's eating with an English person's view of what a French family might be doing at the same time. One of the interviews is to comment favourably and the other unfavourably (AT 3 and 4).

4. Open-ended interviews are then to be conducted based on what youngsters actually do think of the differences. The interviewer has access to questions and interviewees have no reference material from which to work. The interview is to be filmed/recorded. The recording is again to be used as a teaching aid, to be critically appraised (AT 2).

The listening task is made slightly more difficult this time in that more than one French person is giving information. The initial, single listening task provides the *point de repère*, allowing youngsters to concentrate more easily, in the following exercise, on the attitudes and opinions expressed. The tapescript, including a range of structures and idiom, provides the necessary stimulus and reference for youngsters to create their own scenarios, and the open-ended interviews provide a 'valid' activity which gives scope for pupils to converse more independently.

8 Levels 9 and 10 - The linguistic intellectual

A summary of what is required by the Levels of Attainment

Level 9

L Responding to a variety of factual/non-factual material in an increasing range of contexts/summarising in detail short extracts from news items, interviews or documentaries containing argument/discussion.

S In addition to what is already expected, matching language to purpose and context in discussing a range of topics/discussing alternative courses of action and possible consequences/ fluency, spontaneity and accurate pronunciation and appropriately varied intonation.

R Responding to texts in a variety of registers/using a range of references including monolingual dictionaries/glossaries/ responding to writing in which familiar issues are discussed.

W Expressing a range of responses and attitudes/developing an argument for or against a point of view/undertaking a range of written tasks adapting length and style to match purpose and reader.

Level 10

L Responding to a range of factual/non-factual speech, drawing inferences and summarising and reporting on concrete and abstract subjects/recognising and commenting on how spoken language varies according to the speaker, audience, purpose, situation and topic.

S Talking freely with little formal error about factual/non-factual material, matching language to appropriate context, purpose and audience/expressing a range of responses and attitudes to events, issues and opinions and developing argument.

R Summarising and discussing issues arising from a range of material of both a factual and non-factual matter/planning, undertaking and discussing a programme of independent reading in which texts are chosen for personal interest and information.

W Adopting different styles of writing to alter the impact on the reader/choosing appropriate form of writing for appropriate task/writing on a range of factual/non-factual topics with little or no use of reference materials.

Common characteristics

At these levels the learner is extending his/her intellectual strengths as well as adding polish to the language.

- The learner is expected to be able to cope with an increasing range of ideas and register taken from authentic sources and to begin to comment critically on the abstract as well as the concrete.

- Appropriate register for an appropriate audience become increasingly important at these levels, for spoken as well as written language.

- The learner should be reading for interest, pleasure and information from a wealth of materials, the programme of which s/he is at the heart of planning.

Differences between this level and the previous ones

The learner should have progressed:

- from being able to cope with an authentic broadcast expressing a range of ideas, to identifying more critically the register employed and the way language is modified to suit context, audience and purpose;

- from being able to discuss facts, ideas and experiences with a greater range of vocabulary and structure, to being able to talk more freely and with appropriate register in developing argument on a range of issues;

- from exercising greater choice in identifying text appropriate to a particular task or in reading for pure interest and pleasure to being at the heart of planning and discussing the reading programme. An ability to summarise, plan and discuss the issues which arise from the materials is also increasingly demanded.

S/he should have progressed from being able to express ideas and opinions with reasons and a degree of coherent argument to being able to write freely and accurately, choosing an appropriate style for a particular reader.

At the previous levels the learner was beginning to be able to discuss a point of view logically and justify argument with appropriate reasons. At this stage the learner should be fully equipped linguistically and able intellectually to cope with the more discursive demands of advanced level language-learning and thinking.

Examples of tasks which might be undertaken at this level

★ Each group has copies of articles and other necessary documentation.

From a French newspaper report about a political issue, a representative in the group notes down in random order all the points made.

From these points, a *causes/conséquences* chart is drawn up.

The group then discusses, point by point, *solutions possibles*.

The group then produces two leaflets and two talks of one minute to be televised, representing opposing points of view.

★ From a tape of sound effects of somebody returning to their flat, lighting a cigarette in bed and burning to death (available from *Action 4*, Nelson), begin by taking notes of the sequence of events which took place.

This 'tragedy' has been the fate of three people:

1. An ex-Nazi war criminal
2. A drunk on his way home one night
3. A young lad who was sampling his first cigarette

Three different kinds of report appeared in the newspaper the following day. Bearing in mind the people they were, imagine and write the articles that appeared.

★ Conduct a *sondage* of class opinion to find out from individuals:

1. Three reasons why they think learning a language is worthwhile
2. Three reasons why certain people feel it is not very important
3. Three examples of the usefulness of knowing how to speak a FL

With other individuals in the group, prioritise the reasons given in each of the areas.

Prepare three speeches of two minutes which promote the idea that learning languages is a good thing.

1. The first talk is to a group of pupils about to start learning English in year 7 in France.

2. The second is to a group of tourists embarking on an English course and planning to visit England for the first time next year.

3. The third is to a group of *Baccalauréat* students studying English in France.

The thematic view of progression

Being able to discuss the advantages and disadvantages of certain food and drink.

Levels 9 and 10 - Pros and cons of certain foods and drinks

1. Brainstorm in groups and in the target language on the kinds of things - food and others - that are *'bonne' et 'mauvaise' pour la santé*, giving reasons (AT 2).

2. From a report on the radio relating diet and smoking to heart disease, make a note of the food/drink to avoid too much of, the statistics related to heart disease and the number of people that smoke, and at what age, and the effect that this has. Youngsters are warned in advance that they will have to use this material (AT 1).

3. As a group, produce a presentation on *La vie et votre coeur*. The group negotiates who does what but each group must produce the following using the information obtained from task 1:

   a. *une présentation de cinq minutes (télévisée) à propos de 'La vie et votre coeur'*
   b. *un poster*
   c. *un dépliant avec les détails des dangers mais bref*
   d. *des badges*

Resource material to be available re statistical evidence/articles (AT 2, 3, 4).

The brainstorming provides the *point de repère* and leads into a demanding listening stimulus. Youngsters are then asked to complete specific tasks which require a high level of spoken, reading and written skill.

The lesson indicates the maturity that has been attained in a number of ways. Whilst linguistic and intellectual demands are high, so too are the expectations of individuals to be able to work well, both on their own and with others. Although there is a definite framework within which to work, there is considerable scope for self-expression, creativity and ownership of the task. Youngsters able to work effectively at this level have attained a high degree of social and linguistic independence.

Pathfinder

The National Curriculum provides a framework for teaching and learning in which progression is explicit, reflecting the growing maturity of young people as thinkers, social beings and linguists.

In order to simplify the task of finding a way through the ATs, the author groups the levels into five main stages: the teacher-dependent learner; the learner able to get by; the functioning linguist; the independent and competent linguist; the linguistic intellectual.

He suggests tasks and teaching activities for learner progression at each level.

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